DOCUMENT RESUME

ED 297 705 IR 012 794

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TITLE Curricular Applications of ITV in Maryland.
PUB DATE 22 Apr 87
NOTE 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Television; Elementary Secondary Education; *Programing (Broadcast); School Surveys; State Surveys; Teacher Attitudes; *Teaching Methods
IDENTIFIERS *Maryland

ABSTRACT

A statewide survey of classroom teachers was conducted to determine curricular applications of instructional television (ITV) in Maryland. The stratified random sample utilized consisted of 62% elementary, 17% middle, and 21% secondary school teachers; the usable response rate was 59.1% and consisted of 618 teachers. The following questions were addressed: (1) which ITV programs are used and how do teachers rate them? (2) which subject areas used ITV most frequently? (3) what instructional procedures are used by teachers in presenting ITV to their classes? and (4) what programming needs do teachers see for the next three years? Results indicated that, overall, elementary teachers are the most frequent users of ITV; subject areas where ITV is used most are social studies, reading, health education, science, language arts, and mathematics; teachers most frequently used ITV as a supplement to classroom instruction; most teachers used a series they had previously used and made use of a program guide with the series; teachers usually discuss the program with the class before and after viewing it; and suggested program needs closely follow present usage. Statistical analyses and teachers' comments are included. Two references are listed. (MES)

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CURRICULAR APPLICATIONS OF ITV IN MARYLAND

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Washington, DC
April 22, 1987

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ABSTRACT

The purpose of this study was to determine curricular applications of ITV by classroom teachers in Maryland. The study addressed the following questions:

1. Which ITV programs are used and how do teachers rate these?

2. Which subject areas used ITV most frequently?

3. What instructional procedures do teachers use in presenting ITV to their classes?

4. What program needs do teachers see for the next three years?

Method

A statewide survey of classroom teachers was conducted, utilizing a stratified random sample of classroom teachers. The usable response rate was 59.1 percent and consisted of 618 classroom teachers. Individual schools were used as the sampling unit with the school principal randomly selecting five classroom teachers. The sample consisted of 62 percent elementary, 17 percent middle and 21 percent secondary school teachers. Questionnaires were designed and closely followed similar ones used by Johnson and Keller in 1981.

Results

Based upon an analysis of the returned questionnaires, we determined which specific programs were used most frequently and how teachers rated each one. Overall, elementary teachers continued to be the most frequent users. Subject areas which were used most were: social studies, reading, health education, science, language arts and math.

Teachers most frequently used ITV as a supplement to classroom instruction. Most (78.2 percent) used a series they had previously used, and 80.2 percent reported using a program guide with the series. Teachers reported that they usually discussed the program with the class prior to showing and after viewing it. Suggested program needs closely followed present usage. For example, social studies constituted the largest number of series suggested. Similar correspondence can be seen with reading, science, language arts and math.

I N T R O D U C T I O N

BACKGROUND

In November of 1983, the Maryland State Department of Education (MSDE), Division of Instructional Television, requested that we undertake a study to determine the present usage of instructional television within the public schools of Maryland. One such study had been conducted by Johnson and Keller in 1981. Essentially, the proposed study would replicate and update the Johnson and Keller study. We were very pleased to conduct this study since, to a large extent, the objectives of the study coincided with our own interests in the utilization of television in Maryland public schools. In January of 1984, we prepared a proposal for the study which was subsequently approved by Maryland Instructional Television (MITV) and by the Council for Statewide Planning of Educational Information Systems (CSPEIS). The study was conducted during the spring of 1984. It was essentially a sample survey, utilizing mailed questionnaires. Data collection was completed for the project by late May in 1984 for all Maryland school systems except one.[1] Final data collection was completed by November 1984.

PURPOSE

The purpose of this study was to determine what curricular applications of ITV existed in Maryland public schools. Data was collected relevant to the following questions:

1. Which ITV programs are used, and how are they rated by teachers?

2. Which subject areas used ITV most frequently?

3. What instructional procedures do teachers use in presenting ITV to theis classes?

4. What programming needs do teachers see for the next three years?

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[1]One county (Montgomery) requested that data collection from principals and teachers be delayed until September 1984. Data collection from these individuals was completed by late November 1984.

RELATED STUDIES

A comprehensive national study regarding the utilization of television in the public schools was sponsored by the Corporation for Public Broadcasting (CPB) and the National Center for Educational Statistics (NCES) in the 1976-1977 school year. The study was directed by Peter Dirr and Ron Pedone. The Dirr and Pedone study was representative of 12,000 school systems and 2,275,000 classrooms. The results indicated that instructional television was used by one out of every three teachers and that approximately fifteen million students received a regular portion of their instruction via television. While the results of this study were highly significant in terms of national usage, it provided limited benefits to assist in planning at the state level.

In order to provide more data specific to the utilization of instructional television within Maryland, the Maryland State Department of Education, Division of Instructional Television, sponsored a statewide survey in 1981. The first Maryland ITV study was directed by Kerry Johnson and Paul Keller and was modeled after the Dirr and Pedone study. Like the national study, the Johnson and Keller study collected survey data relevant to availability, commitment, actual use, and attitudes toward ITV. The Maryland study utilized data collection questionnaires which were modifications of the instruments used in the national study. Johnson and Keller found that utilization of ITV in Maryland closely followed national trends. For example, they found that ITV was widely available in Maryland and that 42.4% of teachers used ITV in 1981. Other findings indicated that ITV had become an accepted feature of instruction in Maryland public schools.

METHOD

The present study replicated the Johnson and Keller study in order to assess the current status of ITV utilization in the public schools of Maryland and to compare current usage with that of the 1980-81 school year. In order to obtain results which would be comparable with the 1981 study, it was decided to design questionnaires which would closely follow those of the 1981 study. Design of the instruments followed three principals: (1) they must closely match those used in the 1981 study in order to obtain useful comparable results; (2) they should include items to collect data relevant to current needs of MSDE; (3) they should be streamlined to ensure ease and accuracy of response. With those in mind we first determined what additional information was needed by MSDE and by curselves and then designed items to collect such data.

Second, we reworked the instruments to ensure ease of response and to week out ambiguous items. Effort was directed toward decreasing the time required to respond and toward improving accuracy of response.

Separate questionnaires were designed for teachers, library media specialists, principals, and ITV coordinators. The questionnaires were organized around the four major study questions: availability of ITV, commitment to ITV, actual use of ITV, and attitudes toward ITV. The prototype questionnaires underwent informal field testing to identify problem items and ease of response. After the initial field testing, it was decided to use professionally printed and color-coded questionnaires that would be attractive and easy to complete. Samples of the survey questionnaires are in Appendix A. This report utilizes data gathered from questionnaire items related to curricular applications of ITV only.

SAMPLE

The population of this study included all public schools in Maryland. We were interested in obtaining results which would ensure representation of all systems and proportional representation of elementary, middle, and high schools. Consequently, we employed a variation of stratified random sampling which yielded a sample of 209 Maryland public schools. The chart in Appendix B shows the number of elementary, middle, and high schools selected by system. In each school selected, instruments were to be completed by the principal, the library media specialist, and five classroom teachers, the latter randomly selected by the principal. In addition, the ITV coordinator for each public school system received an instrument. The final sample selected was comprised of 24 ITV coordinators, 209 principals, 209 library media specialists, and 1,045 teachers. This report deals only with the data reported by teachers regarding curricular applications of ITV programs.

ADMINISTRATION

In February of 1984, a letter was sent to each of the superintendents in the state explaining the purpose of the study and requesting their cooperation. This letter is included in Appendix C. The collection of data began with the mailing of letters to each school principal on April 13, 1984. The principals' letters explained the purposes of the study and detailed procedures which were to be followed when the questionnaires were mailed. Appendix D contains a copy of this letter. Questionnaire packets and letters to the 209 principals were mailed during May 2-9, 1984. Each packet sent to the principals contained a principal's questionnaire, a

questionnaire for the library media specialist, and five questionnaires for classroom teachers. The packet included instructions for completing the questionnaires as well as the procedure to be followed in randomly selecting the classroom teachers. A sample of the cover letter to the principals for the questionnaire package is included in Appendix E. Cover letters accompanying library media specialist and teacher questionnaires are contained in Appendices F and G, respectively.

In order to increase the response rate of the study, a follow-up letter was sent June 5-7, 1984, to all schools which had not responded. A sample of the follow-up letter is included in Appendix I. Telephone follow-ups of those remaining, including ITV coordinators, were conducted from June 6 to 20, 1984.[2] As a result of these procedures, we obtained questionnaires as follows:

	Questionnaires Sent	Questionnaires Returned	Questionnaires Returned (%)
System ITV Coordinators	24	23	95.8
Principals	209	166	79.4
Library Media Specialists	209	149	71.3
Classroom Teachers	1045	618	59.1
TOTAL	1487	956	64.3

THE DATA

Data for this study consists of responses of a sample of 618 classroom teachers. Copies of the survey questionnaires are included in Appendix A.

Analysis of the data consisted of categorization of responses by elementary, middle and high school levels. Percentages responding in each question category by level were calculated for each survey item.

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[2]The schedule for Montgomery County principals and teachers was: questionnaire packet mailed - September 10; first follow-up - September 18; telephone follow-up - November 5.

BACKGROUND INFORMATION

Classroom teachers responding to the survey numbered 618 (59.1%). The number of teachers responding by types of schools were:

ELEMENTARY	62%
MIDDLE	17%
HIGH	21%

Most of the teachers described their classroom setting as self-contained as opposed to a non-traditional setting:

	ELEM.	MIDDLE	HIGH	TOTAL
SELF-CONTAINED	68.5	73.4	76.4	70.6
NON-TRADITIONAL	18.8	11.7	3.6	15.5
OTHER	12.6	14.3	20.0	13.6

The number of students taught average sixty-six per teacher. However, the mode was twenty-eight and the median was forty. The average number of classes taught was three, with a mode of one.

Subjects taught by the teachers participating in the study varied:

	ELEM.	MIDDLE	HIGH	TOTAL
ALL ELEMENTARY	79.3	5.9	0.0	52.4
ART	1.1	3.9	1.8	1.9
CAREER/VOC. ED.	0.8	6.5	27.3	4.8
FOREIGN LANGUAGE	0.0	4.6	0.0	1.2
HOME EC.	0.0	2.0	3.6	0.9
INDUSTRIAL ED.	0.0	0.0	0.0	0.0
LANGUAGE ARTS	6.7	22.2	14.5	11.6
MATH	3.2	19.0	9.1	7.9
MUSIC	0.0	3.3	0.0	0.9
P.E./HEALTH ED.	0.3	7.2	1.8	2.2
READING	3.2	3.9	3.6	3.4
SCIENCE	0.0	6.5	10.9	2.8
SOCIAL STUDIES	0.0	9.8	16.4	4.1
SPECIAL EDUCATION	3.5	3.3	1.8	3.3
OTHER	1.9	2.0	9.1	2.6

When asked about their experience as educators, teachers responded as follows:

	ELEM.		MIDDLE		HIGH		TOTAL	
	Present School	Overall	Present School	Overall	Present School	Overall	Present School	Overall
1 YEAR	9.6	1.3	10.5	6.9	11.3	5.3	10.0	3.1
2-3 YEARS	12.6	4.2	16.3	3.8	11.3	2.6	13.5	4.0
4-6 YEARS	19.7	12.9	24.8	8.5	18.9	13.2	21.0	11.7
7-9 YEARS	14.9	11.9	17.0	13.8	13.2	2.6	15.3	11.7
10+ YEARS	43.3	69.7	31.4	66.9	45.3	76.3	40.2	69.5

Teachers were asked to respond to items which made it difficult to use ITV in their classrooms. They responded as follows:

DIFFICULTIES THAT AFFECT ITV USE

	ELEM.	MIDDLE	HIGH	TOTAL
SET AVAILABILITY	10.4	25.4	16.0	14.8
SET QUALITY	10.7	4.9	6.0	8.7
SET IN CLASS	4.0	1.4	4.0	3.3
SET MAINTENANCE	4.6	3.5	0.0	3.9
PROGRAM SCHEDULING	47.0	29.6	20.0	39.9
ADV. PROGRAM NOTICE	6.1	15.5	16.0	9.5
PROGRAM QUALITY	1.7	2.1	6.0	2.2
AVAIL. ASSISTANCE	.9	.7	4.0	1.1
ENOUGH PLANNING TIME	7.8	3.5	10.0	6.9
SCH./GUIDE AVAILABILITY	1.7	4.2	6.0	2.8
OTHERS	5.2	9.2	12.0	6.9

Teachers were asked how often they use ITV each week and responded as follows:

AVERAGE AMOUNT OF ITV USED PER WEEK

	ELEM.	MIDDLE	HIGH	TOTAL
NONE	41.1	58.7	56.6	47.2
1/4 HOUR	15.8	19.3	17.0	16.8
1/2 HOUR	17.4	8.0	9.4	14.2
1 HOUR	18.0	5.3	9.4	13.9
1-1/2 HOURS	4.6	2.0	1.9	3.7
2 HOURS	1.4	3.3	3.8	2.1
3 HOURS	0.8	1.3	0.0	0.9
4 HOURS	0.5	0.7	0.0	0.5
5 OR MORE HOURS	0.3	1.3	1.9	0.7

52.8% of all teachers reported watching at least 1/4 hour of ITV each week. 58.9% of elementary, 41.3% of middle and 43.4% of high school teachers reported watching at least 1/4 hour each week.

When asked what they felt was the optimum amount of ITV time per week, teachers reported:

OPTIMUM AMOUNT OF ITV TIME (PER WEEK)

	ELEM.	MIDDLE	HIGH	TOTAL
NONE	5.6	7.1	9.3	6.4
1/4 HOUR	5.6	11.4	1.9	6.7
1/2 HOUR	15.8	11.4	13.0	14.4
1 HOUR	31.5	17.1	38.9	28.6
1-1/2 HOURS	11.3	7.9	9.3	10.2
2 HOURS	19.4	21.4	13.0	19.3
3 HOURS	5.6	9.3	7.4	6.7
4 HOURS	3.7	2.9	1.9	3.3
5 HOURS OR MORE	1.4	11.4	5.6	4.4

Teachers were asked to check items which described outcomes of ITV viewing that they observed in their students.

ITV OUTCOMES

	ELEM.	MIDDLE	HIGH	TOTAL
EXPANDED KNOWLEDGE	52.3	39.8	41.7	48.3
EXPANDED VOCAB.	43.5	28.2	19.4	37.7
FOLLOW-UP IDEAS	50.5	34.0	36.1	45.3
MORE ENTHUSIASTIC	16.3	27.2	16.7	19.0
USE LIBRARY MORE	15.2	8.7	8.3	13.0
MORE ITV AT HOME	31.1	14.6	22.2	26.3
CALMING EFFECT	40.3	54.4	25.0	42.4
OTHER	8.5	16.5	16.7	11.1

Teachers were asked how many ITV series they had used during the current year. They responded as follows:

NUMBER OF SERIES USED THIS YEAR

	ELEM.	MIDDLE	HIGH	TOTAL
NONE	46.4	76.6	70.9	56.7
1 SERIES	16.9	10.6	12.7	14.9
2 SERIES	17.5	8.5	9.1	14.3
3 SERIES	9.7	1.4	7.3	7.3
4 SERIES	4.6	2.1	0.0	3.5
5 SERIES	4.9	0.7	0.0	3.3

One or more ITV series were reported to be used on a regular basis by 43.3% of all teachers. Elementary teachers were the heavier users, with 53.6% reporting that they use one or more series regularly. Those reporting no use decreased from 66.3% in 1981 to 56.7% today.

Teachers were asked to rate the current programs being broadcast. They responded as follows:

ITV SERIES RATINGS

Ratings are based on a 5-point scale: 5 = excellent; 1 = poor.

SERIES TITLE	ELEMENTARY		MIDDLE		HIGH		RATING FREQUENCY		
	Series Rating	Guide Rating	Series Rating	Guide Rating	Series Rating	Guide Rating	Elem.	Mid.	High
ART									
1. Art Cart (The)	3.75	4.0	5.0	0.0	0.0	0.0	4	1	0
2. Primary Art	3.6	3.6	2.0	0.0	0.0	0.0	6	1	0

SERIES TITLE	ELEMENTARY		MIDDLE		HIGH		RATING FREQUENCY		
	Series Rating	Guide Rating	Series Rating	Guide Rating	Series Rating	Guide Rating	Elem.	Mid.	High
CAREER EDUCATION									
3. Jobs: Seeking, Finding, Keeping	3.6	3.3	3.76	4.14	4.2	4.4	5	13	10
CONSUMER EDUCATION									
4. Consumer Connection	3.6	3.5	4.0	5.0	4.0	4.0	3	2	2
5. Consumer Squad	4.0	0.0	5.0	5.0	4.0	4.0	4	6	4
ECONOMIC EDUCATION									
6. Give and Take	4.3	4.0	4.5	4.0	4.0	4.0	3	4	2
7. Trade-Offs	4.5	4.25	3.66	5.0	4.0	0.0	6	3	1
ENVIRONMENTAL EDUCATION									
8. Terra: Our World	4.0	4.1	4.0	4.66	4.5	5.0	16	5	2
HEALTH EDUCATION									
9. All About You	4.42	4.21	4.0	4.0	0.0	0.0	49	2	0
10. Inside Story With Slim Goodbody (The)	4.7	4.32	4.0	0.0	0.0	0.0	37	2	0
11. Jackson Junior High	4.71	4.25	4.0	4.0	0.0	0.0	7	3	0
12. Mulligan Stew	4.25	4.0	3.66	3.0	5.0	0.0	28	3	2
13. On the Level	4.6	4.0	5.0	0.0	0.0	0.0	3	1	-
LANGUAGE ARTS									
14. Media Machine (The)	3.5	4.0	3.0	0.0	4.0	3.0	2	1	2
15. Stories Without Words	3.4	4.17	5.0	0.0	5.0	3.0	29	2	1
16. Write Channel (The)	3.12	3.0	3.6	3.33	5.0	3.0	31	5	1
17. Young Filmmakers (The)	4.0	4.0	4.0	0.0	3.0	3.0	6	1	1

SERIES TITLE	ELEMENTARY		MIDDLE		HIGH		RATING FREQUENCY		
	Series Rating	Guide Rating	Series Rating	Guide Rating	Series Rating	Guide Rating	Elem.	Mid.	High
MATHEMATICS									
18. Adventure of the Mind	3.5	4.0	3.0	4.0	0.0	0.0	3	2	0
19. Counterplot	4.5	4.0	4.16	4.4	0.0	0.0	4	6	0
20. It Figures	3.8	3.42	3.0	0.0	0.0	0.0	21	1	0
21. Landscape of Geometry	3.0	3.0	0.0	0.0	0.0	0.0	1	0	0
22. Mathematical Relationships	4.11	4.0	0.0	0.0	0.0	0.0	9	0	0
23. Mathways	4.0	4.0	5.0	5.0	0.0	0.0	6	1	0
24. Numbers Game II	4.18	3.85	4.0	0.0	0.0	0.0	11	1	0
MUSIC									
25. Let's All Sing	4.5	5.0	0.0	0.0	2.0	3.0	8	0	0
26. Music and Me	4.5	0.0	0.0	0.0	0.0	0.0	2	0	0
27. Song Bag	3.86	3.41	0.0	0.0	0.0	0.0	23	0	0
READING									
28. Book, Look, and Listen	4.5	3.77	0.0	0.0	4.0	4.0	58	0	0
29. Contract!	4.5	0.0	4.0	4.5	0.0	0.0	2	6	0
30. From the Brothers Grimm	4.4	3.81	5.0	0.0	0.0	0.0	32	1	0
31. Once Upon a Town	4.1	3.89	4.5	5.0	0.0	0.0	30	2	-
32. Read All About It! I	4.51	4.33	4.0	5.0	0.0	0.0	0	5	0
33. Readers' Cube	4.14	4.25	4.62	4.5	0.0	0.0	7	8	0
34. Readalong	4.14	4.0	0.0	0.0	0.0	0.0	26	0	0
35. Readers' Guide	4.5	0.0	0.0	0.0	0.0	0.0	2	0	0
36. Readit	4.95	4.25	5.0	5.0	0.0	0.0	24	1	-

SERIES TITLE	ELEMENTARY		MIDDLE		HIGH		12 RATING FREQUENCY		
	Series Rating	Guide Rating	Series Rating	Guide Rating	Series Rating	Guide Rating	Elem.	Mid.	High
SAFETY EDUCATION									
37. Afloat and Aboat	4.5	4.75	0.0	0.0	0.0	0.0	16	0	0
38. 'Way to Go	4.25	3.9	0.0	0.0	0.0	0.0	20	0	0
SCIENCE									
39. Bioscope	4.33	3.14	4.0	0.0	5.0	5.0	9	1	1
40. Community of Living Things (The)	4.47	4.0	4.0	0.0	4.0	4.0	17	1	2
41. Dimensions in Science: Chemistry	3.0	0.0	5.0	0.0	0.0	0.0	1	1	0
42. Dimensions in Science: Physics	0.0	0.0	5.0	0.0	0.0	0.0	0	1	0
43. Exploring the World of Science	4.39	3.07	4.0	3.0	0.0	0.0	46	1	-
44. Many Worlds of Nature (The)	4.35	3.77	3.5	0.0	4.0	4.0	20	2	2
45. Real World of Insects (The)	4.69	3.9	4.5	0.0	5.0	5.0	23	2	1
46. Up Close and Natural	4.61	4.54	0.0	0.0	0.0	0.0	21	0	0
47. Universe and I	4.0	2.5	4.33	5.0	0.0	0.0	4	3	0
SOCIAL STUDIES									
48. Across Cultures	4.14	3.75	5.0	0.0	0.0	0.0	7	1	-
49. American Scrapbook	4.41	4.0	5.0	4.0	3.5	4.5	17	3	2
50. Assignment: The World	4.69	3.33	4.5	5.0	4.0	4.0	13	4	2
51. By the People	0.0	0.0	4.0	5.0	4.0	5.0	0	1	1
52. Comparative Geography	4.5	4.5	4.0	4.0	0.0	0.0	10	2	0

SERIES TITLE	ELEMENTARY		MIDDLE		HIGH		RATING FREQUENCY		
	Series Rating	Guide Rating	Series Rating	Guide Rating	Series Rating	Guide Rating	Elem.	Mid.	High
53. Finding Our Way	4.5	4.5	4.0	4.0	0.0	0.0	8	2	0
54. Here and There in Maryland	4.61	4.46	4.66	4.5	0.0	0.0	54	0	0
55. Maryland ...	4.55	4.19	4.66	4.66	3.0	0.0	43	3	1
56. Ripples	4.14	3.36	0.0	0.0	0.0	0.0	21	0	0
57. Truly American	4.55	4.71	3.75	4.0	0.0	0.0	34	0	0
58. Under the Blue Umbrella	4.52	4.15	0.0	0.0	4.0	0.0	23	0	1
59. Under the Yellow Balloon	4.56	4.35	0.0	0.0	0.0	0.0	25	0	0
HIGH SCHOOL EQUIVALENCY									
60. General Educational Development	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0
SPECIALS									
61. Interludes	0.0	0.0	0.0	0.0	0.0	0.0	0	0	0
62. Special Programming Hour	3.8	3.3	5.0	0.0	0.0	0.0	4	1	0
63. State Education Events (SEE) Board	4.0	0.0	5.0	0.0	0.0	0.0	1	1	0
64. Teleconferences	0.0	0.0	5.0	0.0	0.0	0.0	0	1	0
INSERVICE EDUCATION									
65. Interaction: Human Concerns in the School	3.3	3.0	5.0	0.0	0.0	0.0	3	1	0
66. Teaching Students with Special Needs (Secondary Level)	0.0	0.0	4.0	4.0	0.0	0.0	0	3	0
67. Teaching Writing: A Process Approach	4.0	5.0	4.0	3.7	3.5	4.0	6	5	2

The number of series offered by subject area and the corresponding frequency of ratings were:

	Number of Series	Frequency of Ratings
Social Studies	12	235
Reading	9	197
Science	9	132
Math	7	66
Health Education	5	135
Specials	4	8
Language Arts	4	80
Art	3	12
Music	3	33
Inservice Education	3	20
Consumer Education	2	18
Safety Education	2	36
Career Education	1	23
Environmental Education	1	23
High School Equivalency	1	0

Calculation of Pearson's r for the data revealed a high positive correlation (r = .90) for the number of series and the frequency of ratings. This suggests that there was a good fit between the number of series offered and the number of classes watching. Overall, most series were offered at the elementary level and the most heavily used subject areas were social studies, reading, science, health education, language arts, and math.

TYPICAL USE OF ITV SERIES

Responses to this question are based upon a named ITV series. Percentages are based upon the 294 teachers (219 elementary, 55 middle and 20 high) who named a series. Teachers were asked to indicate how they actually used ITV in the classroom.

METHODS OF USE

	ELEM.	MIDDLE	HIGH	TOTAL
USED BEFORE	81.7	69.6	61.1	78.2
PREVIEWED	35.9	65.2	56.3	43.2
READ GUIDE	83.5	71.1	66.7	80.2
USED GUIDE	69.8	63.6	41.7	67.2
USED SERIES AS KEY	34.6	40.5	20.0	35.0
USED AS SUPPLEMENT	91.1	87.2	82.4	89.8

Teachers were asked if they discussed the program before viewing and, if so, how long the discussion took.

DISCUSSION BEFORE VIEWING

	ELEM.	MIDDLE	HIGH	TOTAL
NO TIME	16.2	18.5	30.0	17.6
UP TO 10 MIN.	62.2	48.1	45.0	58.4
10 TO 15 MIN.	18.0	18.5	10.0	17.6
MORE THAN 15	3.6	14.8	15.0	6.4

Likewise, teachers were asked if they discussed the program after viewing and, if so, how much discussion time they used.

	ELEM.	MIDDLE	HIGH	TOTAL
NO TIME	2.8	14.8	20.0	6.2
UP TO 10 MIN.	45.8	27.8	30.0	41.4
10 TO 15 MIN.	36.6	35.2	30.0	35.9
MORE THAN 15 MIN.	9.3	11.1	10.0	9.7

Finally, teachers were asked to describe their program needs during the next three years. Here are their responses:

PROGRAM NEEDS DURING NEXT THREE YEARS

	Number Suggesting At:		
	Elementary	Middle	High
1. Art	25	4	2
2. Career/Voc. Ed.	9	6	17
3. Foreign Language	5	1	6
4. Home Economics	1	1	6
5. Industrial Education	0	1	1
6. Language Arts	94	21	12
7. Math	98	15	15
8. Music	14	4	1
9. Physical Education	20	3	9
10. Reading	104	14	10
11. Science	132	13	8
12. Social Studies	124	15	15
13. Special Education	6	6	7
14. Other	25	3	8

The suggested program needs closely followed present usage. For example, social studies programs constituted the largest number of series offered and was suggested by 154 teachers for future use. Similar correspondence can be seen with reading, science, language arts and math. There were a surprising number of suggestions for more art series (31) considering that only 12 individuals had rated the current art programs. As would be expected, most of the suggestions for program needs were made by elementary teachers.

COMMENTS ON ITV

Teachers made the following comments:

1. As far as social studies is concerned, we need more programming geared to upper level students (Junior/Seniors) on specialized and/or specific topics. Then, ITV would be useful and helpful and used. We also need periodic announcements, via mail, regarding such programming. Relying on one's use of the Yearly Program Schedule Book is a bit much - especially since every teacher doesn't receive such.

2. I have stopped searching for a relevant program or series to apply to Senior High School English - literature, word study, even grammar - because everything listed in the catalog is geared to elementary or sometimes middle school level. The one series I have used is on Career Education-Jobs, but it is really offensive to most of my students because it appears to be written on a low intellectual level - lower even than average students and useless with college bound. Can you not survey the general curricular areas in the state (most everyone does Hemingway, we do American lit. & British lit, we do units on poetry, the short story, drama, we do regular Vocab. work & ton of grammar; we even do sentence diagramming in depth and create programming that is relevant, realistic and scholarly. I can think of a great Vocab. series* - students could copy words, lots of classroom activities could be included in the supplementary materials, a cumulative list of words could be kept and final tests could even be supplied. You do have excellent print materials with your handbooks, etc., but the shows are not the quality I'd like.

   * I can think of grammar series too - you have all the facilities to make grammar clear - use of color, animation, special effects, etc. - far beyond our limitations. Why are you not doing more high school level shows? Are there too few high-level students? Are there too few high-level writers and creators? Hire me - I'll do it!

3. I would like the shows to be longer 30-45 minutes. It's a lot of work to set up equipment for 15 mins. or so. Also our recording equipment is old and is of poor quality. Since I teach the same subject to 5 classes, I need to copy the programs for use with all classes. This is often difficult so I don't always bother. The programs are excellent - I just wish they were easily accessible. An inservice program advertising programs & support from our administrator to use them would be helpful.

4. Our school system has some of the ITV series built right into our curriculum. Each year I use it more and more. I enjoy watching it, and the students enjoy watching it too.

5. We do not receive a strong enough signal to use ITV.

6. The 1/4 hour averaged weekly is high; only one week's worth of use actually. In PE videotaping is extremely important in teaching certain skills.

7. ITV is a very useful tool and provides many excellent programs that meet my classroom needs. However, being departmentalized and having a rotating schedule make it very difficult to use these programs.

8. I enjoy using ITV with my library classes as applicable, and/or supplementing classroom subjects as requested by teachers. However, I found that in the 83/84 season, many useful programs were scheduled during our lunch/recess time (elementary level). Hopefully, I can use the Grimm Bros. program next year. I enjoyed the preview in Spring 83.

9. This form is much much too long.

10. Availability of a television.

11. Only 1 TV in school is the BIG problem. Just purchased a VCR.

12. I hope Readalong is offered more often. Especially during Kindergarten Session time - 8:30 - 11:15 and 12:30 - 3:15.

13. I would use ITV if the programs were good. They do not fit in with what I teach!

14. Our TV sets are usually in need of repair. There are scheduling conflicts. There are too few sets for too many teachers. Thus, the ITV program in this school is not utilized anywhere near its capacity. This is a difficult form to answer - time consuming and I'm not very familiar with the programs, attitudes within the school, etc.

15. The programming on ITV for the most part is excellent. It has been difficult for me to answer this questionnaire accurately and effectively because the terminology used in the questions did not always apply directly to elementary curriculum. I would be very appreciative of some inservice instruction in teachers workshop or faculty meetings in the effective use of ITV in conjunction with Baltimore County Curriculum Guides. ITV is a valuable teaching tool and could be used even more effectively if provision were made for teacher instruction.

16. Assignment the World is a tremendous way to bring news into children's lives. The clues and questions make them active listeners. Thank you for such an excellent program.

17. Assignment: The World makes children aware of current events and world happenings which they would otherwise ignore. I use this program to introduce the weekly newspaper. Often stories in Weekly Reader and Assignment are the same or of similar interest.

18. Kindergarten meets in A.M. and P.M. sessions. It is difficult to arrange my schedule when you offer a show I watch on differing days. Ex. A.M. time Tues., P.M. time Thurs. I would like to see an A.M. and P.M. time offered on the same day.

19. Since I began watching the Song Bag & Book, Look, Listen (5-6 yrs. ago) the shows have never changed. I'm tired of the same shows. When will new ones be taped?

20. I would like the programs to be more accessible through videotapes, but having more lenient recording rights. Many of the programs would be very helpful, if I could show them to fit my teaching schedule. I'm an avid supporter of ITV - the children are attentive and enthusiastic and the experiences provided are limitless. Some of the shows that were listed I have used in the past, but could not fit in this year because of scheduling. A question indicating any use in the past might be helpful to you.

21. I have not used ITV with my students this year. I had planned to do so, but time did not permit me to learn to use the VCR equipment. (We need more people on our faculty who can operate the equipment and can show others how to do so.) I did view several lessons from the "Counterplot" series, and I feel that they would be most beneficial to my classes. In the future, I am planning to make videotapes of these shows for use with my classes at the appropriate times. It is unfortunate that such opportunities as the use of ITV often are neglected due to an overload of work experienced by most teachers!

22. Our school is a special situation in that it is especially created for behavioral problems. Our staff numbers 5; our student population 50. Our building is old and we have no media center, etc. ITV could be beneficial however circumstances do not make its use available to us.

23. Unfortunately our school does not have any of this equipment and we are unfamiliar with its uses.

24. We cannot use ITV as there is no suitable antenna to make reception possible. Efforts to obtain the antenna by teachers has been thwarted by administrators.

25. Good work!

26. We are just beginning to get set up for use of ITV in our school. Volunteers have been selected for recording and recording equipment has been purchased. We should have considerable use of ITV in the coming school year 1984-85.

27. It would be helpful if it ran parallel to our teaching units in the grades (Social Studies - grade 3) etc.
Communities

28. I think one of the best things kids can do is to interact with the TV. A program like Assignment: The World does just that with its pop quizzes and its requests for student letters on various topics. Because of those reasons, I feel it is the #1 best program on any TV for kids.

29. I have always used ITV, except for this year. I have found no time in my schedule due to increased pressure for reading and math results.

30. I would like to see more language development programs for pre-school and kindergarten.

31. The scheduling of many of the useful ITV programs does not coordinate with the classroom schedule. Recording equipment is not available to allow us to "time shift" the programs. I believe some of the programs would enrich our basic curriculum.

32. In 1977-78 I was teaching a full day kindergarten program. During that year I was able to use ITV with my class. We especially enjoyed Book, Look & Listen, The Song Bag and Afloat & Aboat. Since that time I have morning and afternoon classes and although we have a TV in our room the time schedule does not allow us to use ITV. The above programs might be scheduled for one class but not available to the other. We have only 1 video tape player in the school so taping for later use is not possible either.

33. In previous years I have used ITV regularly. This year I have not used ITV, but plan to incorporate it in my curriculum next year. I feel ITV programming has improved over the years and is a very good educational/supplemental teaching tool.

34. There are so many demands to do things during a school day that I just can't fit everything. There are a lot of wonderful things that the children enjoy and watch at home. Especially the homes that don't have cable. It would be helpful to have more shows on videotape that can be pulled out when appropriate.

35. I never use ITV, because I teach large groups; around 60, programs never seem to suit my needs in instrumental music, and the programming does not coincide with practical use in my classes. I also have my pressing curriculum requirements to fulfill and limited scheduling, as is, ITV would only be a burden unless it had some pertinent material. The programs seem to be vocally oriented rather than instrumental.

36. This entire form, in my case, is insignificant as it asks questions to which I cannot supply answers that are meaningful as they are inappropriate.

37. Assignment the World is really unique! I think a "talk" show with Lucille Clifton (poet laureate) and others would be good or extension of "Truly American" to a "Truly Marylander."

38. Because children today are exposed daily to TV, it is often an effective method to teaching the social sciences. Very young children are eager to learn, but not being able to read hampers learning. For me an ideal teaching situation for primary children is one which is interesting and informative. ITV can supply many of the informative pictorial lessons not always accessible to me.

39. We are an 8 A.M. to 2 P.M. school. The programming does not fall within our subject areas.

40. Our Outdoor Ed. program (4th grade) has one trip based on Water Safety. I was moved to kindergarten this year and we are not to use the ITV at this level.

41. Biggest problem of ITV; so little time to teach the basic necessary things. I feel pressured not to use it so we can move onward.

42. As mentioned on question 37, I found Inside Out a useful teaching tool for my emotionally handicapped student. I used the program for several years and then it disappeared. New episodes should be recorded. This program guide was also excellent for this series. More effective educational shows please.

43. Our school is entirely special-moderately intellectually limited. Many of your programs are on the level of our students, but not appropriate due to primary content and presentation. Other programs I find the content above our students level. Perhaps a program or two for special ed - low achievement student would be helpful.

44. I'm looking for ITV programs that fit into my 6th grade Balto. Co. science program. Because of my required units, I am unable to use ITV at certain times since we have covered a particular unit back in Sept. or Oct.

45. When we have adequate numbers of TV sets, and when teachers no longer permit student abuse of equipment, ITV may be an asset.

46. If at all possible, I think all would benefit if more guides were available so we can use what, I'm sure, is well worth our kids' time.

47. I would use ITV as a supplement to my teaching if programs were on the level of the materials being taught. As a matter of fact, I sent for some free literature on composers, humanities; and Our Town which helped me tremendously in planning one year. I do not know if this service is still available, but I would like to know if it is. I am pleased to be reminded that this is still offered because I had forgotten about it. It would be better for me if more music programs were offered on the senior high level. A number of teachers will be teaching American music and would welcome a supplement to this unit in the city.

48. Last year I was involved in a program in which I was not based at the school. I am embarrassed that I don't know more about ITV. I have only used 2 series Jobs & Give and Take. Both were excellent but I never saw a program guide. I'm also unaware of the other programs available.

49. Years ago, when I had a TV set in my classroom, I tried to make use of the ITV programs, but found the scheduling very difficult. (e.g., appropriate programs were available during the lunch hour or during P.E. or music, etc.) The reception was never very good, either. We do not now have a VCR at our school which could be used to tape programs for later use.

50. There is nothing relevant to foreign language learning and culture. Why not? I would make use of it!

51. We (both 5 grades) used "Read All About It". Children looked forward to the program and watched it at home if for some reason they were not at school. Assignment: The World is a good newsworthy program. The short quizzes and lead questions and puzzles for the next week are exciting to the children. Love Ginny Batchelor (sp?) We plan to use both of these again next year.

52. Would appreciate some 1 hour or 1/2 hour programs of high interest to be used in June (Story type).

53. Most significant problem with ITV is scheduling. Times for math and science programming do not coordinate with our classroom schedule. It is difficult arranging for programs to be taped and use of video cassette equipment is limited.

54. In Ohio a person came to the school to help us match the curriculum to the available programs. He/she showed us how to use the programs with pre and post watching techniques. Guides were numerous & available as were schedules. We shared ideas as far as appropriate grade levels for each show etc. with fellow teachers. Demonstration teaching was available.

55. Rigid guidelines concerning educational timelines and unit planning and scheduling do not adapt readily to ITV in my classroom situation.

56. Suggestions: Instructional workshops and visitations for public showing in the classroom. Guides sent to the school for preview instructions before class.

57. If ITV has advantages for secondary math teachers, I certainly am not aware of them. As far as I know, there are no teachers making use of ITV at my school.

58. Baltimore City scheduling (on a daily basis) makes ITV viewing most difficult to insert in the schedule. Times conflict with programming.

59. Three years ago, this school system had an administration and a media specialist which encourage the use of ITV. After a renewal of both, the TVs were removed and we received no more ITV manuals, schedules, etc. When I used ITV, I found it to be an effective complement to my lessons.

60. I would like to see more vocationally oriented materials provided that is to say, shop type programs. If not on shop practices then at least on shop safety, attitudes, student organization, management, etc. These items can be of central theme and applied to all various types of shop programs.

61. As an art teacher, I feel it is more important for students to have direct experiences working with various materials to explore various art concepts. Since every class and every student is different, I prefer to design my own lessons to meet their needs. Films, slide programs and presumably ITV might not spend enough time on certain points or go on in too much depth on others causing students to lose interest.

62. I think it unfortunate that this questionnaire was given to a teacher who knew nothing about ITV.

63. Jan. 20th will be here before you know it!

64. Make new teachers aware of ITV and what programs are available (although I doubt if it meets my needs at this time.)

65. This current school year 83-84 our high school is undergoing renovations so the use of the ITV has been impossible in the outside trailers. In the new rooms a TV and cable TV are supposed to be supplied.

66. ITV is a viable entity. I support the legitimate use of it. The problem is not enough equipment for the demand.

67. I have never used ITV.

68. Information should be made available for proper use of ITV (i.e.) length of time per class period. Teachers who use ITV for a complete period - are in fact overusing the system. It is difficult for students to absorb so much information. Most ITV lessons should be divided into 10 min. seg.

69. There are many good programs available for family living. Use of the programs would vary according to the teacher's class schedule. I see ITV as a valuable teaching tool - a supplement to existing curriculum.

70. As far as I am aware, there are only 3 or 4 television sets in the building and 3 VCR units ... and we have 1400 students! No teacher can plan on regular use of the equipment, therefore we ignore regularly scheduled shows and occasionally use video-tape "specials".

71. As a reading specialist in an elementary school, I used ITV often. My classes enjoyed the various programs. For the past 5 years, however, I have been working a senior high school.

When I go through your catalog, I can't find any programs that would fit with my Rapid Reading, SAT Prep, and Vocabulary classes. A program that would help my poor readers is on at the wrong time. I have no blank videotapes on which to tape, nor time available for this. Unfortunately, ITV is eliminated from my planning.

72. I found ITV especially useful in in-service instruction of teachers in "The Writing Process". Our coordinator, Allan Starkey, appeared in the program and used it in his instructional workshop. I found it clear, helpful and concise.

73. Washington County ITV system provides an excellent math series for grade 4-8, entitled Math Lab. I have used this series for 3 years.

74. We don't have a catalog of what's been taped so it is difficult to match up programs with curriculum. Frankly, it's often more time consuming than it's worth to plan for ITV.

75. The use of ITV depends on the scheduling of the programs. Our media person is very poor at taping programs. It is very difficult to preview programs before use. Many of the guides need to be updated. I think many teachers in our school feel ITV is a waste of time, but I use it anyway and the students really like it!

76. I find that your programming falls into two categories: 1) High school 2) pre-elementary - elementary. There are not quality shows geared to the middle school student. The middle school student can concentrate more than 15 minutes - and they don't need cutesy fluff people to entertain them. Before you can develop programming for them you really need to understand them from people who work with them 180 school days a year.

77. I find the ITV especially helpful to reinforce note taking skills.

78. Keep up the good work!

79. I am very interested in finding out more about ITV.

80. I found this questionnaire difficult to fill out after only teaching for two months. Although I had experience with ITV while student teaching in a kindergarten the pressures of learning new curriculum and planning this school year have been so great that it will be quite some time before I have time to sit down and check out our ITV system and guides to see if I feel they will be useful for my children.

81. I am new at this school and in the school system. For this reason, I was unable to answer a lot of the questions.

82. Starting Fall of '84 the new media specialist is interested in TV.

83. The few times I was able to use the ITV I felt the series was good. However, being in Montgomery County with all the objec-

tives we are held accountable for, I find it impossible to take the time for those things which make teaching interesting and worthwhile for the children. We are "locked in".

84. Many teachers use instructional TV for their own background. They share this information in various ways with their classes when "in school time" is insufficient for class viewing.

85. It would certainly be beneficial to have an inservice ITV workshop. I am unaware of its availability and programming. It is my feeling that most children would benefit from this educational programming.

86. When I taught 4th grade, I found the videotapes on Maryland very useful and well done.

87. I would like more information on ITV.

88. Our teachers would like the same program shown at various times during the week.

89. This questionnaire was too long.
The questions were poorly constructed. Some questions left no alternatives. Some questions were difficult to interpret. The questionnaire came out when teachers were preparing final exams and final reports.

90. We have recorded the Today's Families Series. I have used it regularly (each week) for several years. I have not used it this year solely because I have changed rooms and it is too difficult to carry the equipment up and down stairs. However, we have recently acquired (the Home Economics Dept.) a VTR, Monitor, ourselves and I look forward to using taped video materials again! Very useful in teaching child development concepts.

91. Many times the material presented proceeds at too slow a pace - (the students get "turned off" fast). Many times I have felt as I watched my classes watching the programs that there was too much "teaching down" to them. It would have been better to have more "meat" in a selected, single program.

CONCLUSION

Elementary teachers continue to be the strongest users and supporters of ITV, but teachers at all levels report positive attitudes toward the contributions of ITV in the instructional process. Teachers also continue to feel that students, principals, school library media specialists and system-specialists favor the use of ITV. Teachers' ratings of the 1983-1984 programs were generally positive, but some programs were rated by only a few teachers. Very few teachers feel that ITV is used too much by other teachers and most feel that from 1/2 hour to 2 hours per week would be used, given optimum conditions. Teachers report a variety of positive student outcomes from the use of ITV; the most frequently reported were expanded knowledge, expanded vocabulary and students' follow-up of ideas expressed on ITV. Teachers feel that ITV is most useful to all students as opposed to use for specialized groups (such as high or low ability).

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